

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XII.

ST. LOUIS, OCT., 1879

No. 10.

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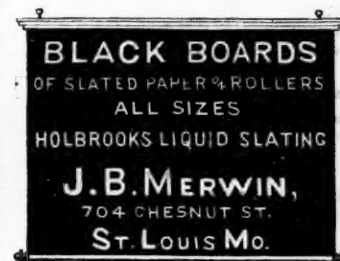
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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XII.

ST. LOUIS, OCT., 1879.

No. 10.

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ST. LOUIS, OCTOBER, 1879.

J. B. MERWIN, } Editors.
R. D. SHANNON, }

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ALL matter intended for publication in this journal must be in the hands of the printer by the 20th of the month preceeding date of issue.

THE Great St. Louis Fair is more successful than ever this year.

THE "good time coming," has arrived.

WE do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

ON THE RIGHT TRACK.

THIS reduction in the wages of our teachers is in the first place unnecessary, and in the second place wrong. So unnecessary and so wrong that not only the leading papers of the country but the local press, too, protest against this injustice.

The *Bunker Hill*, (Ill.) *Gazette* devotes considerable space to this question, and many of the leading citizens were interviewed, and expressed themselves as follows:

We think it would be well to have this matter canvassed in other places and other States. Certainly, our teachers are doing a vast amount of work which is absolutely necessary, to save the rising generation from drifting into crime and pauperism.

When our teachers train pupils to be intelligent, obedient, industrious, law-abiding citizens, and so equip them with the means not only of taking care of themselves but to produce more than they consume—they certainly

ENRICH THE STATE, and pay back ten fold, the money invested.

It comes then to be the plain duty of the teachers themselves, everywhere, to see to it that these facts are laid before the tax-payers.

In Bunker Hill, Illinois, Dr. Melton, who for several years had been a school director, said: "Reduction is a disgrace to the town; teaching is a profession, and a teacher should be paid for the capital invested in fitting himself for the position. A few years ago I consented to a reduction of salaries, but when I came to figure it up I was unwilling to reduce, and determined to resign rather than do it.

The schools are our MOST IMPORTANT INTEREST, and I believe in maintaining them liberally, doing nothing to impair their efficiency."

John Chappell said: "The *Gazette* expresses my sentiments fully. It is not right to ask people to do such labor and spend the prime of their life for barely enough to keep body and soul together."

Dr. Brother, a former director, said:

"The wages should not have been reduced. The present figures are UNJUST TO THE TEACHERS, and the effect on the school cannot but be bad."

David Morris said: "I endorse what the *Gazette* says, but I would have said it stronger. The reduction of wages is an

OUTRAGE.

H. H. Brown said: "I do not believe in cutting down the salaries of WOMEN TEACHERS. Times have taken a turn for the better, and we should let the teachers share the benefit with us."

Dr. Ellet, a former director, said: "I endorse every word of the *Gazette* protest against reducing the salaries. I would sooner have raised them than reduced them. I believe in economy, but there is no economy in

STARVING SCHOOL TEACHERS, and women at that.

Already 292 pupils have been admitted to the school, divided among the various departments as follows: Mr. Miller, 31; Miss Sanborn, 32; Miss Spilman, 40; Miss Carpenter, 52; Miss Fruit, 60; Mrs. Starkey, 77."

Think of it! Seventy-seven pupils for one person to take care of, with a prospect of a reduction of wages!

Let us have this wrong righted without delay.

Dr. Mayo says we are not a "stingy people." Let us prove it!

We regret that we are not able to publish more of the good things sent us by our friends from all the States. We have material enough sent in to fill this journal twice a week—but if we published it twice a week, we should soon have matter enough to publish it every day. In fact, our largest daily papers are over crowded with matter 365 days in the year.

They issue supplements of 2, 4, 8, 16, and some of them 32 pages.

What shall be done? We suggest that our teachers use the columns of the local papers more. Show the patrons and tax-payers what progress the pupils are making. Show them what they get for the money expended to sustain the schools. Our space,

until our whole educational system becomes better understood and more firmly established, must be given to showing its necessity, its economy, and its advantages.

We pay more tax now for vice and crime in this country, more money to take care of paupers and punish criminals, than we do for education.

Our school terms are so short that pupils on the average attend only about three years. Hence when people are put into responsible positions requiring intelligence, wisdom and directive power, they fail—fail as business men, fail as law-makers, lamentably fail as law-makers—and so we smart for, and suffer for the poor legislation of the State and the country. Ignorance is expensive. Intelligence pays.

A PROMINENT educator in the Southwest said to us the other day, after visiting a large number of schools, that the children in the school rooms already give evidence of the new life and energy that pervades business circles. They are alive, alert, happy, ambitious and anxious to be and do something. We are to witness such years of prosperity for the next decade as this country has never seen before. Let the teachers, and the pupils too, get ready.

TEXAS is drawing to itself a large number of the best teachers in the country.

This State is an empire in itself, and needs a host of strong men—and women too—to train its growing population.

Rev. John Washburn is doing a vast and grand work in organizing schools, teachers Institutes, and delivering educational lectures in the country adjacent to San Antonio.

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We have immeasurable advantages, but wish to enlist a conquering power or momentum that would add many per cent. to the effect and results of

OUR PRESENT RESOURCES.

What are they?

The school buildings, the books, the apparatus, the boards of education, the experience and energy and invincible will of many thousands of teachers, disciplined and veteran in this onward march, the cordial endorsement of all enlightened citizens, the blessings of countless fathers and mothers and the tender years of the children who are to be taught—all these advantages are to be used to secure still greater conquests.

VICTORIES.

Victories without number have been already won, and presage still greater advances. The wealth, the interests, the public sentiment, the general systems of education, the codes of school law in many States, the vast addition, each year, of resources for doing still more work, and much better work,—are other advantages, and unconquerable ones, in favor of the grand conquest on which the Nation is fully resolved, and to which its soul should be wholly bent for speedy triumph, and to over-rule all needless delays.

Such, in brief, are the advantages and prospects of which we are already sure and impregnablely certain.

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Who shall they be?

The voters, the citizens, one and all—all—all!

Why so enlist all?

1. To show what has been done.
2. To see what more can, and therefore *must be done*, and the sooner done the better for every community, to educate its priceless children.
3. To intensify the ardor of all the trustees and school officers.
4. To sustain and invigorate the spirit of all zealous teachers.
5. To warm and enkindle the soul

of the sluggish, the cool, the careless teacher, by the perpetual consciousness of being watched, every hour of the day by thousands of vigilant and friendly eyes, as every Roman soldier felt the eye of his officer, and as Lord Nelson signaled off Trafalgar,

"England expects every man to do his duty."

A PHOTOGRAPH.

WHAT do you think of it?
Is it a true one?

It was drawn by Dr. Mayo, and presented to the National Educational Association at its last meeting.

Dr. Mayo said:

"The New Teacher in New America must put away all provincial ideas and try to comprehend the full circle of the mighty field to be tilled, before he can draw the photograph of the national husbandman of souls whom the people will recognize as their leader to the New American kingdom of heaven. The one fact that is yet hidden from great masses of our population, indeed, has hardly risen on the horizon of the average American statesman, is that the Old American Republic no longer exists. Like Saul of old who went out to seek his father's asses, and found a kingdom, the old South, in 1860, went forth in quest of a 'Southern Confederacy,' but finds itself, to-day, the heir of a new Republic. Under the pressure of that tremendous conflict, these States of ours were forced to hie through a century in twenty years, and to come out one of the foremost powers in the world. The one radical result of the great war was the destruction of

PROVINCIALISM

in the American Union. Old Boston and old New England, no less than old Charleston and old Virginia, alike 'went up' during those years of destruction; and when the sulphurous cloud lifted we saw a new heaven and a new earth—a new America from the woods of the Aroostook to the sands of the Gulf of California. All the might of men is impotent to carry back the valley of the Connecticut or the valley of the Rio Grande to its old estate.

Standing here to-day as teachers and friends of the children and youth of this new world, let us proclaim this fact in the face of all comers, and, whatever others may do or forbear to do, let us steadily fix our eyes on the

NEW EDUCATION

that is the same all round the national domain, and the new teacher who can be alike the master of souls and the captain of the new civilization in the log school-house, or in the President's chair of the oldest university of the land.

For the birthday of the new America was the birthday of the real sovereignty of the American people. All little expedients for out-witting the masses of the people and governing the new Republic

BY CLIQUES

of gentlemen, scholars, priests or politicians, are now only like animated ships striving to direct the tide on which they are whirling out to sea. We shall live or die, as a nation, as the voting and acting majority of the people can be persuaded to follow the lode-star of truth and love in public policy and private life. And with all due reverence for the educating power of the home, the church, and the ministry of public life, we affirm that neither of them, nor all of them put together, can achieve the task of training the 8,000,000 children and youths of our new America into the citizenship our nation demands. Only one agency

IS COMPETENT

to this, and that is an institution unlike any other that ever was or now is in the world—the American Common School. In the great future that opens before us, the new teacher is the 'coming man.'

WELL STATED.

EVERY teacher, and every taxpayer in the country will be interested in reading the brief statement of Dr. Hancock as to what has been done by the 'National Educational Association,'—because every teacher in the country is largely reinforced and strengthened by this work and every tax-payer pays less money for crime and its costs—and less for pauperism and its burdens.

Dr. Hancock said:

"Since its establishment there have been discussed in this body all the leading questions relating to the education of youth, such as the organization of schools, courses of study, methods of instruction, and the influence the higher institutions of learning have upon the lower, and upon the development of civilization. In the discussion of these questions it has brought together the foremost men of all sections of the country, whose searching investigations and clear and forcible presentation of their several views have contributed largely to getting the best things known and done.

Within the period of its existence, perhaps not many great and original measures have had their origin, but those already rooted have been nourished and strengthened. Normal schools have largely increased in numbers and efficiency; graded schools have multiplied many fold, and through them the schools of our cities and towns have become the best in the world, ample proof of which statement will be presented in an address to be delivered at the present meeting.

With the growth of the graded school system has extended the plan of having schools supervised by professional educators, with which no merely non-professional supervision can for one moment compare, and by this professional supervision has vitality and skill been introduced into every department of our public school systems to an extent before

unknown. In all these progressive movements, it is fair to claim that this Association has exercised a full share of influence, reinforcing everywhere the efforts of more provincial organizations. There has, however, been one great educational agency established since the foundation of this Association, and of which the Association may be said to have been the special champion. I refer to the Bureau of Education. The defense of this institution when it has been attacked, and the support of its measures with an unflagging zeal, I regard to have been among the most useful and honorable of the labors of the Association."

THE PROBLEM SOLVED.

JUST how to get *teachers of experience* for all of our schools, has been rather a difficult thing to do, but Rev. Dr. Mayo solved the question the other day in an address delivered before the National Educational Convention. That

NEW TEACHER,

Dr. Mayo says, is to come in the following fashion:

"Every little child, in the regular order of God's appointment, has a young or youngish mother, a less young maiden aunt, and a more or less venerable grandmother. Doubtless, the grandmother has the widest experience of life in general; and the

MAIDEN AUNT

has certainly the most brilliant theory about the management of infancy and childhood. But, for the best of reasons, the dear Father of us all selects the young girl-wife, full of the sweet and uplifting experiences of new love, and the consecration of her earliest years of married life, to be the mother and closest friend of the new darling just let loose from heaven. The best 'experience' in a school room full of little children, after fit knowledge and training in sound principles and methods is secured, is the warm heart, boundless aspiration and faith of a deep-souled

GIRL TEACHER.

Her love, and trust, and youthful sympathy with the little ones, is better than the scientific drill of the gray haired expert, or the wire-edged furor of the culture of the learned woman, whose love for the child has given place to admiration for the 'great souls' and 'ideas' of literature, science and art. We need all kinds of experience in the common school; the experience of the fit girl teacher for the little ones (of course, there is no objection to an

OLD GIRL

of fifty summers, if she keeps her girlhood all the time in a state of high preservation); the experience of mature age and long observation, for the supervision of the young teacher, and dealing with older grades of pupils; and another experience, most valuable in its way, of the wise committee-man or woman, whose

SUCCESSFUL CAREER

of instruction has been supplemented by success in professional life; and

who is, therefore, able to overlook the school room from the vantage point of a large acquaintance with affairs. All these varieties of experience suppose a fit period of preparation in professional training and discipline; and, happily, if the preliminary training can be secured for our superior young women, that quickness of sympathy, and the general high tone of energy and intelligence, peculiar to our best

AMERICAN GIRLS.

will insure some years of good work in the lower city grades and the country districts, before the coming of the inevitable day when they are called to 'go up higher,' and be themselves wives and mothers, or single women of superior mark in the public or private woman's career. But how is the

NEW TEACHER

to be 'evolved' out of this huge protoplasm of good bad and indifferent people now at work upon the children?

First, by the enlargement and consolidation of our present State Normal Schools into genuine universities of the pedagogic art—so good that they will become the models for methods, and the valuable exemplars of the new education. The State, now destitute of such a school, will do the best service to home as well as

NATIONAL EDUCATION

by concentrating all its funds into one such university, with broader scope and higher aims than any that has yet been organized. As aids to this central agency, every city of sufficient wealth and population should support a training school for girls; both State and city school being closely linked to the common schools of the locality for the important service of practice.

Of course, the prodigious demand for

TRAINED TEACHERS

cannot be met by the graduates of these State and city Normal Schools. It is probably too much to demand that the whole supply should be furnished at public expense. But the State can, at least, support enough of these valuable universities of instruction to furnish a model for all efforts in this direction. Then let public opinion compel every college, every superior academy and every free high school, to establish an elective course of instruction in the philosophy and art of instruction. The commanding influence of the

STATE NORMAL UNIVERSITIES

could be relied on to keep this department up to high popular demand. The gain in scholarship alone, to the large number of students who pursued knowledge with the view of imparting it, would be ample compensation for the experiment.

In this way, by calling into activity the better teaching power of our best public and private establishments, we might hope, in a reasonable time, to build up a real profession of instruction.

I believe that the time will come, when the offer to teach a school of any kind by a person of no experi-

ence or education in the art of instruction, will be as severely repudiated by the people as the offer to preach the Gospel, or heal the sick, or plead law, by a man of no professional preparation.

It may be that a man needs no special education to be an 'American statesman' in Congress or caucus; but if the schoolmaster and schoolmistress are experts, the amateur Senators and Representatives will not be able to keep us perpetually in

HOT WATER,

and deluge the country with periodical freshets of civil strife, as just now. Flood the land with well-trained candidates for the most honorable office in the Republic—the post of teacher for the young in the common school. Then, since few incompetent teachers die, and none resign, as fast as the better sort come in, see that the poorer sort are relieved; and out of this 'great revival' will come forth, in due time, the new teacher, for whom we all wait and pray with uplifted hands."

LET the rivalry between the public and private schools be a generous and magnanimous one. There is work enough to be done in the direction of training and educating the young to engage all, and the best talent that enters the field of labor.

Keep up the "reports." The local papers will cheerfully chronicle all items showing the progress made by pupils.

The teachers are the strongest allies of the publishers. They create a constant and increasing demand for better local newspapers. Each help the other.

THE RIGHT SORT OF TEACHING.

IN his remarks on "The Neighborhood as a Starting Point in Education," Mr. Robert E. Thompson says some good things, which will help the patrons of the school the better to understand the work our teachers are doing for them and their children.

Mr. Thompson says the children of our schools need more lessons in economic science. The industrial life of the community is continually presented to them on its selfish side, as the story of individual gains and losses. The very "sums" in arithmetic keep this selfish aspect before their minds, until they come to think of business as a huge scramble for money and money's worth.

ECONOMIC SCIENCE,

when it is of the right sort, turns their minds from the thought of gain to the thoughts of use of money. It presents our industrial life more truthfully as an interchange of services—as a gain all round, through the friendly co-operation of each and all. Now, if ever the greedy and selfish business is to be banished out of our business life, it must be seen through the thoughts of men turning from gains to uses. "The Kingdom of Heaven is a Kingdom of Uses," Emanuel Swedenborg tells us. Al-

though no disciple of that remarkable man, I feel every day the truth of that saying. The Kingdom of Heaven will have come indeed, when every man toils in his place gladly and unselfishly, rejoicing in the uses which his work subserves, and doing it for the sake of those uses.

I claim, therefore, for the school this lofty function. It is to combat the greedy, selfish, devouring spirit which threatens to take possession of the business life of America. It is to call men up to the level of thoughts at once truer and loftier, and to infuse a new motive into the industrial activities of the modern world.

The school that is to command the approval of our public opinion, must awaken in its pupils the love of that righteousness, which is, as Plato says, of the essence of the State. It must develop in them the free consent to law, order, and authority, and the attachment to their native land beyond all party ties or allegiance. And this great work could not be better begun than with the explanation of what goes on in every county town of the land. The court, with its grand and petit juries, the election day and the solemn responsibilities of the voter, the town-meeting with its democratic modes of procedure, present a large portion of the machinery of government to the very sight of the children. And in the school, if anywhere, those lessons must be taught which shall save the coming generations from the slavery of party and its half-truths, and secure their allegiance to their country and to the truth.

WISE WORDS.

DR. HOLLAND makes a tremendous plea for more education, for more intelligence among the masses, such a plea as our capitalists should consider carefully when they propose to limit education, and so limit intelligence.

Dr. Holland says:

Nothing more utterly suicidal can be imagined than the policy which inaugurates and perpetuates strikes, and organizes for labor a struggle with capital as its enemy. In the long depression of industrial interests from which this country has suffered, we have seen capital keeping labor employed, sometimes at a loss, never at a profit, and always for the benefit of labor, while labor has quarreled with its bread and butter. Even under these extreme circumstances, laborers have struck for higher wages, and compelled the closing of mills and the shutting down of gates; and when business has revived, and capital has at last won its chance for a modest remuneration, the most unreasonable demands from labor have made its enterprise a torment. Nothing more unfair than the demands of labor, and nothing more unwise than its action, can be imagined. Everybody but the laborers themselves have seen that they have done themselves harm and not good, and that the result of their policy has been

bad upon every interest involved. Certainly we are not to regard the outcome of trades unions in this country as an evidence of the superiority of the judgment of the common people in politics. Men who manage their own affairs so badly can hardly be regarded as fit men to guide the State. Men who are incapable of seeing that other interests beside their own must thrive, or the latter can have no basis of thrift, could not be trusted with legislation.

We must elect wise men to legislate for us, or we must smart for the unwise legislation they inflict upon us.

Every person in this country is liable to be called upon to frame laws.

We must educate or we perish, and we do not propose to do this latter thing at all.

PRIVATE schools and public schools were never more flourishing, never doing better work or more of it in training and educating the youth of the Southwest than just now.

School-book publishers never sold so many text-books, and text-books never were better or cheaper than at present.

No one of the great publishing houses can afford to drop behind in the matter put into books, or in the manner of printing, binding, &c.

Text-books are means to an end always, and our teachers should remember this fact—"They are tools to work with"—but the work is to enable the pupils to solve the problems of life—to make their way in the world.

KIND WORDS.—"Pleasant words are as an honey-comb, sweet to the soul, and health to the bones." In a word, where there are so many kinds of words, spiteful, malicious, hard, cold, envious, false, scornful, bitter, sarcastic, venomous, haughty, selfish and profane, how soul-refreshing are pleasant words! They never blister the tongue nor sour the spirit of the giver, and to the receiver are like cold water to the thirsty. They smooth the brow of the care-worn, weary man, who returns to the quiet of his restful home after his day's toil.

What a rich benison to his wife is his hearty approval of her effort to make home—the dearest spot on earth to him—happy.

To the man or woman who makes his employer's interest his, a few words of kindly appreciation, are, amid his discouragements, as the oases to the weary traveler in the desert.

THERE ought to be no pauperism in this land of plenty. There ought to be comparatively few criminals—but the land has been flooded with both paupers and criminals. Education will relieve us in the future of the three calamities, unwise legislation, pauperism and crime.

ARKANSAS.

There are more "banner counties" in Arkansas just now than in any other State in the Union.

Not less than *forty* claim the honor, and the cry is, "still they come." The fact is, this State has never been so thoroughly aroused before on the question of educating the people.

Hon. J. L. Denton, State Superintendent of Public Instruction, is a host in himself, and he is being most ably assisted by Prof. Fish, Superintendent of schools in Little Rock, and Prof. Ladd, agent of the Peabody fund.

A correspondent of the *Arkansas Democrat*, speaks of the recent visit of this trio to the

STATE UNIVERSITY at Fayetteville, as follows:

"It is due that mention of the masterly effort be made! The gift and powers of the orator are peculiar and rare, and reached by few.

In this address, the speaker now soft and persuasive, the well-chosen language seemed to flow forth like perfect coin, new-stamped, from the mint. Illustrative anecdote was judiciously interspersed to please and instruct. So thoroughly did the orator command the attention of his hearers that the interest of the large audience grew to the end of the lengthy lecture. All praise to our worthy superintendent for his zeal in the noble cause of education.

WASHINGTON COUNTY is proud of her son and his efforts, and will send up a loud voice together with the rest of the State, for his re-election. Our State stands greatly in need of such labor, and Mr. Denton being eminently fitted for it, we cannot afford to dispense with his services.

After Mr. Denton's address

PROF. LADD OF VIRGINIA, agent for the Peabody Fund, was introduced, and followed in a short, feeling speech in behalf of youth and education. Prof. Ladd is accompanying the superintendent in his tour through Arkansas, and assisting in institute work. Our people should appreciate properly the value and bounty of the efforts (given without price to us) of such a co-worker in a field so needy of laborers.

During his short sojourn, his kind, winning ways endeared Prof. Ladd to our people as a Christian gentleman of the truest type, and we hope to see him in our midst again. We are glad to know that he was pleased with our University, and can be accounted its friend.

Free popular education at the South is yet a tender plant, but every year sends deeper its roots and spreads broader its branches. The idea that

A WORK SO VAST

and of such universal importance needs the strong arm of the government to ensure the grandest results, is fast fixing itself on the minds of statesmen.

It is gratifying to note the steady growth, under the judicious nurture of the State and the hearty labors of

such men as Denton, Ladd and Fish, of this plant, and to anticipate the day when its broad boughs shall shelter all who seek its grateful shade for protection from the scorching rays of ignorance. The Arkansas

INDUSTRIAL UNIVERSITY, the first fruits of this grand idea, will soon send forth an influence as her graduates go forth into the active walks of life, that will work mightily in Arkansas in the interest of free popular education.

ALL over the State of Arkansas public schools are being organized on a new and permanent basis. The towns and cities are very few that fail to carry "by a large majority" the vote for the funds necessary to sustain a public school from six to eight months; public-spirited citizens come forward, in most places, to supplement any lack of funds derived from taxation with private means sufficient to secure the desired end. Hon. J. L. Denton, State Supt. Public Instruction, Prof. Fish, Superintendent of Schools in Little Rock, and Prof. Ladd, agent of the Peabody Fund, have done, and are doing, a grand work in showing the tax-payers just what the schools will do for the State. A new era of prosperity is just dawning upon the people, and they see that intelligence is more and more a potent and necessary factor to win success in the race of life. Give the children a chance. The money expended to educate them will pay a large percentage.

ILLINOIS.

The annual meeting of the Illinois Social Science Association, for 1879, will be held at Clark Street M. E. Church, S. E. cor. Clark and Washington Streets, Chicago, Ill., October 2nd and 3d, 1879. An interesting series of papers will be presented upon the different phases of work represented in the six departments of "Philanthropy," "Education," "Sanitary Science," "Domestic Economy, Government and Art, and thoroughly discussed, as will be seen by the following list of the topics for the Public Sessions:

Woman as Related to the State—Address by the President, Mrs. Elizabeth Boynton Harbert, Evanston, Ill.

Concerning what our Schools can do in Teaching Social Science—Miss Mary Allen West, Galesburg, Ill.

Hospitals as they Were and Should Be—Dr. Julia Holmes Smith, Chicago, Ill.

Our Prison Systems and Reformatories Considered—Mrs. Helen S. Shedd, Chicago, Ill.

Prison Reform—Mrs. Martha N. McKay, Indianapolis, Ind.

Bi-Cellular Evolution—Dr. Leila G. Bedell, Chicago, Ill.

The Achievements of Women, What They Have Done and What They Ought to do—Mrs. Christine Fletcher, Centralia, Ill.

Woman's Work as Affected by the Industrial Organization of Society—Mrs. Helen E. Starrett, Chicago, Ill.

A Study of Herbert Spencer's Philosophy—Mrs. E. A. West, Chicago, Ill.

Literature as a Civilizer—Mrs. P. A. Taylor, Cairo, Ill.

Home Culture as the Basis of Character—Mrs. Harriet J. Willard, Chicago, Ill.

Co-operative Housekeeping—Mrs. M. F. Peirce, Cambridge, Mass.

The Morale of the State, a Consideration of Some of the Higher Functions of Government—Mrs. Kate E. Tuley, Chicago, Ill.

Saturday, October 4, at 10 A. M., there will be a business meeting of the Board of Management; the meeting will be held in the M. E. Church, S. E. cor. Clark and Washington Streets.

EDUCATED WOMEN.

BY MRS. H. M. TRACY CUTLER, M. D.

Editors American Journal of Education:

An article in your September number, entitled "Kansas Speaks," has led me to go over a little the long experience of my life, which began before it was thought fitting for women to acquire anything beyond the most meagre academic education.

I was living in Lorraine Co., Ohio, when Oberlin was established in principles so foreign to all pre-conceived notions, that it was confidently predicted by the masses that it would soon come to an inglorious end. It was so absurd as to propose the liberal education of women, besides permitting all ranks, and degrees, and colors of men to struggle for the inestimable prize.

Nevertheless, the experiment succeeded. And what has seemed to me its crown of triumph, has been its refining, and beautifying, and ennobling the home life of all who have come within the sphere of its influence. It is well in all such experiments that the beginning should be as free from mistakes as possible. The wives of the early Oberlin professors were women of rare good sense, as well as earnestness of purpose. These ladies undertook to give a certain amount of attention to domestic matters, and every week the young ladies were called together to listen to familiar talks on practical duties of life in the home. Meanwhile, the lady who led in the conversation of the afternoon had her work-basket beside her and showed the students how to re-foot their stockings, or how to sew tape along the seams of new ones, so as to prevent them from breaking away; how to so skilfully repair under-garments that they should do almost double duty, how to make large aprons of old dress skirts, or to make over material that was worth re-constructing. Then there were talks about the care of rooms and the embellishment of home, many of them worthy of Clarence Cooke. Girls thus taught returned to their homes with elevated ideas of life, but with no false notions of extravagance. From the wilds of the remotest West, to the courts of Eastern kings, these educated women have carried this

gospel of life in all its purity, while it has been a true heaven all through our land. I cannot conceive of any well-wisher of his race who could object to the careful, thorough education of those who must ever constitute the very innermost of home, and who will either give grace and dignity, or else will dwarf life because of their own meager endowments.

CODDEN, UNION CO., Ill.

TEXAS.

The Sherman "Democrat" gives the public schools of that city a good send-off, in the following editorial:

The public free schools of Sherman, four in number, one located in each ward, opened last Monday morning under very flattering circumstances, more than three hundred pupils being in attendance. These four schools are distinct from the colored free schools of the city, and may be said to be Sherman's first experiment in public schools.

A word or two to the citizens of Sherman may not be inappropriate. Many of us are unacquainted with the operations of free schools, and some of us are even prejudiced against them; but, in a word, we as a people know but little about them by experience. Other States have good schools, why not we? Certainly they may be made a blessing to the poor, who are unable to pay the high rates of tuition charged in our private schools. Let our influential leading citizens give to the

PUBLIC SCHOOLS

their countenance and encouragement. The teachers employed are known to be experienced and competent. We believe they will spare no pains to make the schools a success, but they will want kind words of encouragement, not carping criticism. It is in our hands to build up or tear down. We say we are in favor of "a judicious system of public free schools." Let us back up our protestations by our deeds. "Faith without works is dead." With proper encouragement from our citizens, we believe that before the close of the present scholastic year, all prejudice will be obliterated from our minds, and by next year our public free schools in Sherman may be made an institution of which we may feel proud. A fair trial can do no harm."

Mr. Dudley G. Wooten of Austin, Texas, writes to *Scribner's Monthly* some plain truths which we hope will be given due consideration.

There is a cause for these oft repeated crimes North and South. There is, too, a remedy. We are on the way to a solution of these difficult questions, and Mr. Wooten's suggestions are timely and to the point. He says:

"The evil can be remedied in neither section by anything less than an earnest and honest recognition of the facts as they exist, and a mutual abandonment of theoretical and sensational morality on the one hand, and of vitiated sentiment and false chivalry on the other.

That sectional arraignments and partisan distinctions will ever accomplish anything toward its cure is a flat impossibility. This time-worn antagonism of geographical situation has thrust itself into well-nigh every topic whose discussion and disposition most nearly concern the welfare and social health of the country as a whole, regardless of sections or political beliefs.

In this matter of reducing the penalty, the crime and the misery of our whole people, which ought to lie near the heart of every good man from whatever section, is it not possible that for once we shall ignore this unnatural and unjust discrimination and address ourselves, fairly and impartially, to the disposition of a subject in which we most certainly have a mutual and an equal responsibility to discharge?"

NOT A STINGY PEOPLE.

HERE is another bit of truth-telling by Dr. Mayo that ought to find a wide audience.

He says the American people may not always take the prize for strict honesty in dealing, or for sound theories in finance; but it is not a

STINGY PEOPLE,

and rarely starves a man or woman who is visibly doing thorough, useful, consecrated work. The teacher, like the minister of religion or the physician, who does not so love his work that he would do it at the risk of his life, in any emergency, and thank God a hundred times every day that he is permitted to do it at all, is not fit to be on the

SALARY LIST

of any school committee.

When this class of teachers come to be in the majority, they will be supported with the generosity characteristic of the most generous people that ever lived on the globe.

And especially is

THE MOST VITAL QUESTION

in school-life—the character-training of children by moral and religious instruction and discipline—wholly within the province of the teacher. It is not easy to disentangle the cross-threads in the popular fallacy about "secular education," which affects especially the editorial and small political mind. But what a great many good and intelligent people do mean, is: That until a teacher has in some way become an incarnation of the great principles of living taught in the Bible, his daily reading of it in school is only one more added to the great crowd of educational shams. We have all heard of the daughter of the woman who made the

CHAMPION LOAF OF BREAD

in her native town, who, in her visit to her city cousins, at Thanksgiving, was asked to go into the kitchen and make a loaf of her mother's famous bread. She said, "No, I have always observed that ma stirs in a great deal of judgment when she makes her best bread; and that I could never understand."

THE CATS IN ZANZIBAR.

A STORY, one of many, is told of a lady who had spent several months in Europe, and who, in talking of her travels, was asked about St. Peter's Church, in Rome. She had no recollection of having seen it, but remembered it perfectly when her daughter said,

"Oh yes, mamma, don't you remember the church where that very cross old woman asked you for money while you were looking at that beautiful dress of Mrs. B's?"

It was no doubt satisfactory, to be sure that she had seen St. Peter's. But to us it may appear that it was hardly necessary to go to Rome to see cross old women or to appreciate beautiful dresses, and perhaps it would do us no special good to do the two things any where. And we may be led to reflect on the great amount of trouble and time that are spent in acquiring useless knowledge; that is, knowledge which is not at all fruitful in its effects on the mind.

In Geo. Sand's autobiography she says that it seemed to her that her teacher wanted her to learn simply for the sake of learning, while to her learning had some aim outside of itself.

Is it not true that many of the things which are studied in our schools are learned only for the sake of learning, and that much time is thus wasted which might be put on more profitable study?

We must learn to read not that we may say we can read, but that we may be enabled to gain access to the thoughts of those with whom we cannot come into personal contact, and that we may so enlarge our mental horizon.

We learn to perform examples in arithmetic that we may be able to know whether we are rightly dealt with or not.

We learn something of Geography that we may have an intelligent comprehension of the inter-relations of men, and of their character, circumstances and habits.

Beyond these primary studies, without which a man cannot carry on his physical life with any advantage, and which in themselves have no particularly cultivating power, we have the broad field of accumulated knowledge to which these give us access, and by means of which we can train, strengthen and develop our minds.

But there is certainly no very great developing force in the mere facts of Geography. We might spend a whole lifetime in committing to memory the names and situations of all the towns, bays, gulfs, capes, rivers and rivulets of the earth, and yet have much left to learn in another state of being.

What difference does it make to us or any one else except the inhabitants of Quidnet to know that there is such a place in reach of Nantucket?

What difference does it make whether an island be called Prince Patrick's Land or Prince Tom's Land, so long as it is utterly uninhabitable by any human being?

Is it of any use for any child to learn exactly how many branches the Susquehanna River has on the north and how many on the south, or to know the names of all the capes on the Atlantic coast of Africa?

There is a proverb to the effect that "it is not worth while to go round the world to count the cats in Zanzibar," and to our mind the learning of such things by children is only forcing them to count the cats in Zanzibar.

Let any one open the Geographies in common use and see the multitude of map questions, the answers to which the children are expected to look out and learn, and he will be led to the conclusion that the author had contracted with the publisher to furnish a certain number of questions under each country, irrespective of anything else but number, and had faithfully fulfilled his contract. There is no other law which seems to control the selection of the questions. They are asked without any logical order, without any relation, and simply, as it seems, to ask questions.

But though the end of Philosophy may be contained in itself, Philosophy is certainly the only science of which this can be said, and Geography is not twin-sister of Philosophy.

This is the general run of these questions:

"Bound No Man's Land?"

"What cape on the northeast?"

"What river in the southwest?"

"What river north of this?"

"In what direction do the useless waters run?"

"Name and locate three of the principal towns."

"On what bay is the town of Emp-tiness?"

The children, poor things, have a simple faith that in some way it is a praiseworthy act to commit all this to memory for the day, and it is almost touching to see how earnestly they work to count the number of cats in Zanzibar, and how pleased they are when they can tell which of the towns in that all-important place has the most cats. We say "touching," because to see a faithful and conscientious effort applied to a perfectly useless object, has always something pathetic in it.

How many of us teachers have ever asked ourselves the questions, "With what objects am I teaching Geography, what do I want the children to gain from it, and what is the most direct way to accomplish that end?"

When we do ask this more, we shall no longer be obliged to spend so much time in making examination questions and reckoning up percentages on papers in which after all we have only found the number of the cats in Zanzibar.

Would it be too daring to hope that some time the united efforts of teachers may have some influence in a revision of ———'s Geographies?

It is doubtless true that children may be kept quiet by looking out the answers to map questions. But after all, is keeping children quiet the object of education?

Could they not be kept quiet in some other way than by counting the cats in Zanzibar?

JOURNALISM.

SCRIBNER'S, for October, is as usual full to overflowing of good things.

We clip some points from the article on journalism, as follows:

If there is one thing in which a journalist must excel, it is in the capacity for incessant and infinitely varied repetition. The journalist should not, therefore, think of himself as a literary man. But he should think of himself as a man of affairs. He should write as if he were counseling the public as to what they should do in the business of the day, and he should give to that council the best reflection which the well-known and understood limitations of his business will allow.

A newspaper writer should not make the writing of pleasing articles the object of his life. The sole aim of the literary artist, like other artists, is, very properly, to please. But it will not do for the journalist to make a pursuit of tickling men's ears; he must seek to effect things.

In almost all callings the mind is constantly getting new thoughts, which instruct it for the future, and the judgment is undergoing, from day to day, a process of education which never pauses. "Shall I do this or that?" the worker asks himself almost hourly, and argues the "pros" and "cons" of the case with thoughts which are scarcely ever turned into language.

It is only the journalist who takes the right view of his business who gains with years this education of the judgment. His facts increase rapidly; his studiously formed ideas have been corrected and re-corrected by the observation of events which have taken place under his own eyes; his opinion, therefore, is worth more at fifty than at thirty; his judgment is stronger and he is an abler man. Not only will his writing be more profiting and instructing to the reader: to serious readers it will even be more pleasing.

The education of females has been too exclusively directed to fit them for displaying to advantage the charms of youth and beauty. Though it may be proper to adorn this period of life, yet it is incomparably more important to prepare for the more serious duties of maturer years. Though well to decorate the blossom, it is far better to prepare for the harvest. In all vegetable creation, Nature seems but to sport when she embellishes the flower, while all her serious cares are directed to perfect the fruit.

The object of education is to communicate knowledge, by which the sphere of the mind's action may be enlarged; to train each individual to self-control and the love of good; and to enable him by these means combined, to pursue successfully his own welfare.

Tennessee Department.

A FEARFULLY INCREASING EVIL.

WITH the multiplied objections that are urged against free schools, we know of no one so potent, so difficult to control and manage as that of *incompetency* on the part of those selected to take charge of and provide for the schools.

Our school officers lack the necessary qualifications to select *good* teachers—lack experience in regard to the provisions of the school law. They need to take and read educational journals quite as much as our teachers do.

The fact is, we need in this State, as in all other States, more competent teachers, men and women of strong practical common sense, who can not only inspire their pupils with enthusiasm, but who can show the *practical* value and bearing in the race of life, of every topic introduced into the curriculum of our schools.

In order to secure men and women of character and experience and common sense, to do this *much needed* work in the school room, we must be ready to pay what such character and experience is worth in any other calling.

"As is the teacher so is the school," is frequently demonstrated in the too oft employment of persons wholly inexperienced and disqualified to teach; who merely keep school, squander the people's money and waste the pupil's time, if they do not do worse.

The disposition of directors to employ cheap teachers is really alarming, and is doing more to cripple the cause of popular education than almost any other one thing that can be named.

None but professional teachers should be in our schools.

Who of us is willing to risk the life of his child in the hands of the physician of a month's experience?

Where is the man who would engage the services of a lawyer who could scarcely tell the difference between a brief and a marriage bond, to handle a difficult case, one involving thousands of dollars in the issue? and yet we are willing, and tacitly submit to the merest novice undertaking to train and develop the hidden resources of the human mind. How insane—still, do we not see this very thing done daily by incompetent school directors, on the general assumption that anybody can teach the primary branches, when educators in the true sense, know that this is the grand problem to solve in the child's education? For, if properly taught these, his after education follows as a necessary sequence.

That this error must be eradicated in some way is patent to every observing mind, or else the child's education by the State must be abolished, and relegated back to the parent. In our next issue we will suggest what we conceive to be the only remedy.

S.

UNION CITY GRADED SCHOOL.

THE above public free school was opened with much eclat on Monday, Sept. 22d, ult. It is a magnificent building of brick, capable of comfortably seating over four hundred and fifty children.

With a fine new building, with new and approved seats, a new faculty throughout, the citizens of Union City and surrounding country now have ample opportunity of thoroughly educating all their children.

Nearly four hundred eager, happy, smiling faces met at the opening exercises. Prof. Silas Perkins of the Nashville City Schools, a man full of energy and vim is in charge, with an able corps of teachers under him.

This grand enterprise is a direct result of the splendid institute that convened in Union City in July, one year ago, at which Dr. W. T. Harris of St. Louis, so ably assisted.

The true friends of popular education will not soon forget the valuable services of Dr. Harris, Dr. Joynes, Prof. Kirkpatrick, Scobey, Dinwiddie, and a host of other heroes in the great battle that is waging for the maintenance and support of first-class free schools for the children of Tennessee.

We have adopted Appletons' Readers for use in the above school. In our opinion they are the ne plus ultra text-books of America on the subject of Reading.

We will note the progress of this model school, and report from time to time. When the happy time arrives that from three to five such schools can be found in every county in Tennessee, then the zealous workers who have labored so faithfully to advance the great cause of education in Tennessee can afford to rest, but not till then. Strictly first-class schools under efficient management will soon solve the vexed problem as to whether we shall sustain free schools by taxation or not.

NUTTING.

THE children will enjoy the following extract from Maurice Thompson's description of "the school in the woods," as given in *St. Nicholas* for October.

He says:

Immediately after the first heavy frosts of autumn, we went to the mountains to gather chestnuts. The trees were generally very large, and often they bore enormously large quantities of those huge prickly burrs in which the nuts grow. After the frost, the first wind would cover the ground at the roots of the trees with the burrs already opened and the nuts peeping out.

Nowhere in the world could be found finer chestnut forests than those of

NORTH GEORGIA

a few years ago; but now they are sadly dilapidated, worms having killed many of the trees. On our nutting excursions we went in a mountain cart drawn by a mule, and

camped out for a week or so. We studied at night, by the light of flaming splinters of resinous pine, called by the Southern people "lightwood."

OUR TEACHERS

sometimes would go with us on these pleasant rambles, giving us our lectures in the open air.

This camping out is a very enjoyable thing in every way, when the weather is fine. Wilson's beautiful descriptive prose discloses its very subtlest charm when read aloud to the accompaniment of a crackling out-door fire, amid the stillness of the woods by night. Meat is juicier and bread sweeter when eaten in the open air, and mental food takes on the same increase of flavor and novelty of taste when blown over by the winds, shone upon by the sun and moon, and dampened by the dew.

When men ask me where I was educated, I answer: "In the University of the Woods," and they sometimes add the further question:

"Is that a German school?"

Then I look grave and shake my head, saying:

"No, it is situated in the Georgian mountains."

Which, of course, sounds very much as if my education were Asiatic!

PUBLIC LANDS FOR COLLEGES.

PROF. ALEXANDER HOGG, who has very largely and most worthily interested himself in the endowment of a university for the higher education of women, presented the following resolutions for consideration to the National Educational Association, which were *unanimously* adopted:

WHEREAS, The Congress of the United States, July 2, 1862, donated of the public domain 10,000,000 acres of land for the purpose of endowing and maintaining colleges of agriculture and the mechanic arts in each State and Territory of the Union; and

WHEREAS, These have all been inaugurated and are now in full operation, and, with few exceptions, are intended for the education of young men; therefore be it

Resolved, That this Association re-indorse the resolutions adopted at Louisville at the regular meeting in 1877, as follows:

Resolved, That it is the sense of this Association that the General Government should, at an early period, look to the feasibility of donating a portion of the public domain for the endowment and maintenance of at least one institution in each State and Territory for the higher education of women.

Resolved, That this Association appoint at this meeting a committee, whose duty it shall be to draft a suitable memorial to Congress, and to urge this distribution of the public lands for the purpose mentioned, and

Resolved, further, That this Association indorse both the action of Congress as expressed in House bill 2,059, entitled, "A bill donating lands to the several States and Territories

which may provide colleges for the education of females" (introduced by Hon. Roger Q. Mills, of Texas); and also that of the Senate as set forth in a resolution offered by Senator John T. Morgan, of Alabama, viz.:—

Resolved, That the Committee on Labor and Education is instructed to inquire whether it is practicable and will be beneficial to aid in the establishment and endowment of schools of science and technics in the several States and Territories and in the District of Columbia for the education of females in appropriate branches of science and the useful arts, upon a plan similar in its principles to that upon which agricultural and mechanical colleges have been aided by the United States; and that said committees have leave to report by bill or otherwise.

Resolved, That a committee of five be appointed at this meeting to continue this work, and to bring it more prominently before Congress and the people.

A GOOD ILLUSTRATION.

I DON'T want to go to school any more, father."

Mr. Palmer raised his eyes in surprise to the face of his first born, a lad of about fifteen.

And a bright, intelligent face it was, though it was a little clouded now by a feeling of dubiousness as to how his words would be taken.

"Why don't you want to go to school any more?"

"Well, sir, I'm tired of studying, and—I don't see any use in it."

"Think you know enough, that you don't need to learn any more?"

The boy colored a little at that quizzical look and tone.

"I know as much as George Lyman does, and he left school three months ago. He says he ain't going away to school when his father has got plenty of money."

Mr. Palmer turned upon his son's face a look of grave surprise.

"Did George Lyman say that, Walter? His father is a poorer man than I thought him."

"You are richer than Mr. Lyman is, ain't you, father?" asked the boy, eagerly.

"I hoped I was, but that remains to be seen."

"Mr. Lyman is rich, too, father; every one says that he is."

"That remains to be seen also. So you have quite made up your mind that you do not want to go to school any more, my son?"

"Yes, sir."

"You needn't, then."

"Oh, thank you, father!" cried Walter, his face brightening.

"Wait a minute," said Mr. Palmer, as the boy caught up his hat preparatory to making a dive through the open door. "Come back, I have something more to say to you. You have nothing to thank me for—except, perhaps, my good intentions. Considering it as the best gift I could bestow, it was my intention to give you a thorough education. But there is a

homely and true saying: 'One man can lead a horse to water, but ten cannot make him drink.' So, though I have by no means changed my opinion as to the

VALUE OF EDUCATION,

I consent to your leaving school, because, if you feel as you say you do, it will be only time and money thrown away. But I want you to understand clearly one thing: that if you do not go to school you will have to go to work. I can't afford to have you idle."

Walter's countenance underwent a very perceptible change.

"Do you mean that I must go out at day's work like Dan Baker and Sam Blake?"

"I mean that you must have some steady employment, some trade or business, which will give you just so many hours' work as surely as the sun rises."

"Why, father, George Lyman and Will Broomley don't have to work; and they say they don't mean to, either. George told me that he heard his father say you were the richest man in the county."

"I might be the richest man in two counties, and yet not be rich enough to afford to have my boy idle."

Mr. Palmer smiled as he saw Walter's puzzled look.

"This is a hard thing for you to understand, my son, and I might talk to you from this time until sunset and not make it any more clear to you. To-morrow is Saturday, and you know I always take you somewhere that day. This time it shall be to Plainfield, where an old schoolmate of mine is living. A visit to him and the place where he lives will serve better to explain my meaning than anything I can say."

The next morning Walter and his father started out bright and early, in the open phaeton, drawn by a pair of well-matched mettlesome bays, which bore them swiftly along the smooth, hard road.

Plainfield was fifteen miles distant, and the way thither through such a beautiful country and so entirely new to Walter that he forgot all about what his father had said the day before, until the carriage stopped before a gloomy stone building.

"Are you going to stop here, father? Why, it looks like a prison!"

"It is a prison," said Mr. Palmer, who had been unusually grave and silent during their ride, as Walter remembered afterwards.

"But I thought you were going to see an old schoolmate of yours?"

"Here is where he lives."

Walter followed his father silently up the steps which led to the heavy massive door of the main entrance.

"Did you ever think that any one of your schoolmates might find a home in some such place as this? or even that you might?" said Mr. Palmer as he pulled the bell, whose clangor broke harshly upon the strange silence that reigned around.

Before Walter could reply the door swung back, and they were ushered into the

WARDEN'S OFFICE.

He was a heavily-bearded man with a stern, almost forbidding countenance; but he shook hands with Mr. Palmer, whom he had met before, bestowing on Walter a pleasant word and smile, the latter giving his face quite another aspect.

"I came to inquire about John Jackson, the forger," said Mr. Palmer, after a few preliminary words. "He is an old schoolmate of mine. I remember him as a high-spirited boy, rather headstrong, and fonder of play than study, but with many genial and pleasant traits of character. How is he getting along?"

"Very well. Had he been competent I should have given him a place as book-keeper, made vacant by a convict whose time was up. As it was, I had to put him in the shoe shop. He is quiet, but he takes it pretty hard, as such chaps are apt to who have always had plenty of money and nothing to do. It is not in strict accordance with the rules, but if you would like to see him I'll have him sent out."

Mr. Palmer assented; and in a few minutes a grave, quiet man entered, whose closely-cut hair and peculiar dress gave him a very strange look to Walter, who had never seen anything like it before.

He seemed glad to see Mr. Palmer, though there was a visible constraint in his manner which showed that he felt keenly his changed position and surroundings.

Of the two, Mr. Palmer seemed the most affected. His voice broke a little, as he said:

"I am glad to see you, Mr. Jackson; but sorry, very sorry to find you here."

"You can't be more sorry than I am to find myself here," said the man, with a forced smile.

Then, as if anxious to change the subject, he turned to Walter.

"I needn't ask whose boy this is?"

"It is my oldest son, Walter. He is just about the age we were when we used to go to school together, in dear old Bridgeville. Have you forgotten all about those days, John?"

Whether it was these words, or the sight of that fresh,

INNOCENT FACE,

for a few moments Jackson struggled silently with the tender and subduing recollections that rushed over him—then breaking down suddenly, he covered his face with his hands.

Walter had never seen a man weep before, and those sobs and moans were something he never forgot.

"I wish I could!" said the wretched man, lifting up his pale, tear-stained face. "I wish I could forget what I once was, all that I might have been, and what I am! I sometimes think that it is a horrible dream; that I shall some day wake and find it so!"

"How did it happen?" inquired Mr. Palmer, as soon as Jackson was calmer. "When I last saw you, your prospects were bright—apparently brighter than mine."

"It can be summed up in a few

words," was the gloomy response: "Idleness and

BAD COMPANY.

If my father had trained me to habits of industry and self-reliance, I had not come to this. But he loved me, and I am glad that the grave has hid from him all knowledge of the shame and misery of the son whom his ill-judged, short-sighted kindness ruined. As you know, I would not study. I thought there was no need for me—a

RICH MAN'S SON

—to do that. I can remember how I despised the dull, plodding fellows, who are honored men to day. My father's death put me into possession of wealth, of which I never earned a dollar, and of whose use and worth I knew nothing. How it went I hardly know; but I awoke one morning to find myself poorer than the lowest clerk in the establishment that my father had built up with so much care and labor, but which had now passed into the hands of strangers.

My fair-weather friends, who had helped to spend my money, urging me to every conceivable folly and extravagance, left as soon as they found that there was no more to spend. I knew nothing about getting money by honest work, but money I must have; so I turned my attention to the various ways of getting money without work. The rest needs no telling."

Here the warden entered; and with his heart somewhat cheered and strengthened by Mr. Palmer's whispered words of encouragement and sympathy, Jackson returned to his dreary task.

The warden now took them around through the various workshops, cells, &c., kindly explaining to Walter all that he did not understand.

When they visited the shoe shop, Walter saw Jackson sitting there among the rows of busy, silent men, not one of whom dared to lift his eyes as they passed by.

"How many of these men," inquired Mr. Palmer, as they returned to the office, "have ever been trained to any useful trade or business?"

"Not one in ten."

The spirited bays in their glittering harness were champing their bits and tossing their heads impatiently outside the high walls; and Walter experienced a feeling of relief as he found himself once more in the pure, sweet air and bright sunshine.

"How dreadful it must be to have to live in such a place as that!" he said, as reaching an eminence, he gave a backward glance at the building, which looked so grim and solitary in the distance.

"It is the necessity that is dreadful, my son. Miserable as these men are, they are happier there, where they are obliged to be orderly and industrious, though only through the fear of punishment, than if they were allowed to follow, unrestrainedly, the devices of their foolish and evil hearts."

There was silence for some minutes. Then Mr. Palmer said:

"You asked me a question, yester-

day, Walter, and this is my answer, a better answer than any words can frame. The world calls me a

RICH MAN,

and so I am. I am able to afford you many advantages, all the opportunity you can ask for moral and mental culture; but I am not, and never shall be rich enough to afford to have you idle. Strange as it may sound, I am too rich to afford it. I have a mill, filled with industrious operatives, whose living from week to week depends on its skillful and prudent management. I have houses full of tenants, whose health and comfort depend largely upon whether their landlord is a just and faithful man. These and other interests may some day be entrusted to you. Many a father has learned to his sorrow, that to have a boy idle is something that rich men cannot afford."

"I think I will go back to school Monday, father," was Walter's only response to this.

THE SUPREME DUTY.

THIS, too, from Dr. Mayo, ought to find a place in the educational columns of the papers all over the country:

We can glare at each other out of the depths of our old hatred, in the Congress of the United States, a hundred years; and what will come of it all but new disaster, endless hatred, and final calamity for mankind. But if we can all forget each other's grievances, and turn our backs on the past, while with one accord we bend together and "take the little children in our arms and bless them;" if we can learn the sovereign art of self-control in the effort to train them up into a broad, intelligent and living type of the American woman and man; may it not be that, like her, we shall discover that no hard fate, but a gracious Providence, has brought us face to face with this

SUPREME DUTY

of the hour? And then may the old prophecy, like so much of the ancient wisdom of the world, turn out the latest revelation of the present hour; while in the new teacher of new America shall appear the latest disciple of the great Teacher of souls, of whom it was said in the ancient days: "The Spirit of the Lord shall rest upon him, the spirit of wisdom and understanding, the spirit of counsel and might, the spirit of knowledge and the fear of the Lord; and he shall not judge after the sight of his eyes, neither reprove after the hearing of his ears. But with righteousness shall he judge the poor, and reprove with equity for the meek of the earth; and he shall smite the earth with the rod of his mouth, and with the breath of his lips shall he slay the wicked. And righteousness shall be the girdle of his loins, and faithfulness the girdle of his reins. The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together; and a little child shall lead them."

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XLII.—Township Institutes.

Teachers are earnest men and women. They seek to educate the people as well as the children. The township institute is an excellent means both for professional and popular culture.

I. General Plan. The institutes may be held monthly or semi-monthly in the district school houses of the township. On Friday evening, a live lecture or a stirring discussion will interest the people and the teachers, and do great good. Saturday will be devoted to professional work. A literary entertainment on Saturday evening is every way desirable. The specific plans can be arranged during the Normal Institute.

II. The Conductor. The professional teachers and the county superintendent, during the Normal Institute, elect an institute conductor for each township. The same conductor will usually serve during the school year. To change conductors monthly, though sometimes advisable, ren-

ders the institute much less efficient. The conductor appoints the assistant instructors, essayists and debators; he arranges the times and places of meeting and presides at all sessions of the institute. While the work must be done chiefly by the teachers of the township, one or more good teachers from other sections will add to the interest. Whenever possible, the county superintendent will of course be present and take a prominent part.

III. The Programme. During the Normal Institute, the superintendent and the professional teachers of the county arrange a programme for the winter campaign. The work will be about the same in each township. The number of meetings will be different in different counties. In most counties six meetings are advisable. The following programme gave excellent results in actual use. Though strictly elementary, it is suggestive. The conductor and superintendent may make such changes as seem demanded, in order to adapt the general programme to the wants of the several townships:

TOPICS	1st MEETING IN EACH DIST.	2d MEETING.	3d MEETING.	4th MEETING.	5th MEETING.	6th MEETING.
Arithmetic.	Notation of whole numbs.	Fractions, Com. & Dec.	Simple Int.	U. S. Sec's, Bnds & Notes.	Square Root.	Cube Root.
Geography	Lines, Circles, Zones, Deg.	Outline Map of N. America contour & rel.	Climate.	Land Surv. townships & ranges.	Geography of State.	British Islands.
Constitutions	Origin of the Cons. of U. S.	Presidential Elections.	Process Law mak'g in State	Judiciary of State and U. S.	U. S. Senate.	Amendments
U. S. History	Early discoveries in Amer.	Colonial form of Gov't.	French and Indian War.	Territorial growth of U. S.	Revolution Period.	Lincoln's Administration
Grammar	Parsing and Analysis compared.	Conj. of Verbs	Infinitives & Participles.	Letter Writing, Capitals, Punctuation.	Language Lessons.	Composition
Spelling	Word Anal. Prefixes & Suf.	Rules for Spelling.	Geographical Names.	Written Lessons.	Marking Spelling.	Word Analysis.
Reading	Phonics, Mark'g vowels in monos. & ac. syll's.	Mark'g of v's in unac. syls. & of cons'ts.	Analysis of Thought.	American Literature.	Elocution.	Model Lesson.
Theory & Art. discussions.	School Organization.	Punishments.	Recita's, Objects, Methods	School Records.	School Tactics.	Class Methods.

The potency of system alone is needed to make the township institute an immense educational force, directly affecting the teachers and the people.

IV. Entertainment. As the meetings are held in the several districts, the teacher of the district where the institute is held will play host or hostess; the several teachers who attend will be his guests. The people of the district will gladly entertain the visitors, but the teacher must make the arrangements some days before the meeting. These meetings may be made real soul feasts, both to the teachers and to the citizens of the district.

V. County Superintendent. Whenever possible, the county superintendent should attend these meetings. They enable him to accomplish double the good he otherwise could. He reaches at once the teachers and the people.

VI. Pioneer Work. In counties where Normal Institutes are not held, or where the superintendent lacks organizing power or shirks work, the teachers of each township must take matters in hand. Anyone may call a meeting, at which the campaign may

be planned. Teachers cannot afford to neglect this work.

VII. Graded School Institutes. The teachers of graded schools hold semi-monthly institutes. Except in large cities, they should also attend the township and Normal Institutes.

STATE NORMAL, KIRKSVILLE, MO.

MISSOURI-NORMAL INSTITUTES.

A GOOD Normal Institute, held annually, in each county, will do more than anything else to secure and enforce good school laws.

The year 1880 is destined to mark an era in the educational history of Missouri. At this early day arrangements are made for holding Normal Institutes in nearly fifty counties.

Monroe and Randolph have wheeled into line with an energy worthy of these great counties. The Randolph institute will be held at Moberly during the last week in July and first week in August. The Monroe institute will be held at Paris during the second and third weeks of August. Supt. J. M. Greenwood of Kansas City, has been engaged at \$40 a week to conduct both institutes. He will be ably assisted by the teachers of

these counties. The 150 teachers of Monroe and the 200 teachers of Randolph, we are assured, will with rare exceptions, attend.

Incalculable good will result. The constitutions adopted are models. We copy from the *Paris Mercury*:

CONSTITUTION.

Art. 1. This association shall be known as the Monroe County Normal Institute Association.

Art. 2. The County Commissioner shall be ex-officio President and Treasurer of the Association. The Association shall elect annually a Secretary, and also a Vice President for each township.

The Vice Presidents shall constitute the Executive Committee of the Association, and shall be charged with the duties of securing a conductor and assistants, procuring members and pledges in their respective townships, and the general management of the Association. Each Vice President shall also be charged with the duty of organizing and conducting an institute in his township. Three Vice Presidents shall constitute a quorum for the transaction of business.

Art. 3. Any teacher or friend of education may become a member of this Association by signing this constitution and a pledge to pay an annual fee not to exceed two dollars.

Art. 4. This constitution may be amended at any meeting by a vote of two-thirds of the Association.

OBJECT.

To sustain an Annual Normal Institute for the advancement of education, and the elevation of the brotherhood of teachers.

PLEDGES OF TEACHERS.

We, the undersigned, pledge ourselves to pay to the County Commissioner of Monroe County, Missouri, on or before the second Monday in August, 1880, the sum of two dollars each, for the purpose of sustaining a Normal Institute of at least two weeks, to be held in Paris during the month of August, 1880, in Paris, Mo. We agree to pay this sum whether we are able to attend or not.

PLEDGES OF CITIZENS.

We, the undersigned citizens of Monroe county, Mo., for the purpose of sustaining a Normal Institute of at least two weeks, to be held in Paris during the month of August, 1880, hereby agree to pay to the County Commissioner of Monroe county, Mo., on or before the second Monday of August, 1880, the sum of one dollar each.

More than fifty citizens have signed this agreement.

OTHER COUNTIES.

In counties where the work has not been begun, we suggest that the Commissioner speedily call a meeting of the teachers for the purpose of organization. Let earnest, active workers be selected as Vice Presidents. These will organize and conduct township institutes, enroll nearly every teacher, and thus make the Normal Institute for 1880 an assured success.

SECURE ABLE CONDUCTORS.

State Supt. R. D. Shannon will be in the field day and night, giving direction to work and rendering all possible assistance. Every Missouri educator worthy of the name will be glad to work. Other States will furnish valuable aid. But too much care cannot be exercised in selecting the right man to conduct the Institute.

For obvious reasons the conductor should seldom be a citizen of the county. A thoroughly practical teacher, with power to deeply interest the teachers and the people is needed.

Missouri Items.

Lamar. The Barton County Normal Institute was conducted by President Osborne and Prof. G. A. Smith, assisted by Commissioner Ray and Prof. McPherson. The institute continued two weeks, and was a grand success. In 1880 Barton will have a four weeks' Normal Institute.

Kirksville. The public schools were never before in so good a condition. G. A. Smith is Principal, and has nine assistants. Second week enrolled, 427; average, 417.

St. Charles. "How do you like the plan of advertising for teachers and letting the school to the lowest bidder?"—P. A. E.

It is a most abominable practice. Only idiots weigh dollars against souls. A good teacher is cheap at any reasonable price. A poor teacher should never be entrusted with a school. The business of county commissioners or superintendents and of school boards is to protect the pupils against inefficient teachers.

The State Normal Schools all open grandly. We understand that they are all in better condition than ever before.

The State University and the private colleges and universities of the State, we are glad to learn, open with a larger attendance than ever before. Good times have come. B.

Liberty. Our school opened on the 8th inst. with 191 pupils. We now have 210. Miss Dysart is First Assistant, Miss Beerton of Kansas City, Second, and Miss Oliver, Third and primary teacher. Teachers are doing good work. Normal training tells in the class-room. Everything moving smoothly. Educational column in county paper.

I have 51 pupils in my room, in three grades, and absence or tardiness is a rarity. We now have ten grades and all are anxious to hold their position in their grades, and the pupils and parents now feel the need of punctuality. My school has improved, and I am proud of my pupils and teachers. W. E. C.

"Men will be always what women please; if you wish men to be great and good, teach women what greatness and goodness are."

SEND us postage stamps for sample copy, if currency is not easy to obtain.

Educational Items.

Barton County.—A Normal Institute of two weeks was held at Lamar under the direction of A. J. Wray, Esq., County Commissioner. The Institute numbered over 60 members, and a splendid interest was manifested throughout. Mr. Wray is one of the few commissioners who entered upon the duties of the office with a full determination to win success, and the result in his county shows what one determined man can do.

Saline County.—Commissioner Guthrie held a three days' Institute in Marshall, commencing August 19th. About 25 teachers attended.

Jasper County.—The Jasper County Teachers' Institute met at Joplin on the morning of August 26th, and continued in session three days. This institute was organized in 1868, and has held regular annual sessions ever since. A distinguishing feature of this meeting was the high character of the work done by the lady members, and the enthusiasm manifested by both sexes.

Out of about 170 teachers in the county, 160 were reported in attendance. Much of this success is due to Commissioner Underwood, who is noted for his energy in working up the educational interests of his county. Jasper is certainly the banner county in educational spirit as well as in its mines of zinc and lead. The public schools of the county employ about 140 teachers, of whom over 50 teach in graded schools.

It was thought by some that the Missouri State Teachers' Association had outlived its usefulness, but the city of Joplin contains a monument to its influence in a substantial two-story brick high school building, said to be the direct result of an excursion of the members to the city during the meeting of the Association at Carthage, in the Summer of 1878. The writer knew that a great deal of vamping was indulged in on that well-remembered occasion, but who would have suspected such substantial fruits?

By teaching children the elements of their own mind we would make them comprehend

1st. That the propensities and sentiments are blind impulses and emotions, and require direction from intellect.

2d. That intellect is a combination of powers fitted for acquiring knowledge, but that it must be exercised before knowledge can be gained.

3d. That the power of all the faculties is increased by exercise, and hence if they do not exercise the organs of observation and reflection they will not possess knowledge to illuminate the feelings nor strength or vigor to control them.

THE SCHOOL BOARD.

THE School Board seems to be a favorite object of attack on the part of the daily press. Agitation is healthful, therefore no friend of the public schools can complain of this. But would it not be well to qualify our complaints by the recollection of one or two facts? In the first place, shall we forget that the School Board is made up of members who are at least sufficiently sensitive to the changes in public opinion, and who receive and hold office only upon condition of executing the will of their constituents? If we do remember this, will any friend of the schools endeavor to diminish the influence of the Board, as a Board, by charging upon them as a body what is true of them as individuals or, at farthest, as a majority? If the School Board as an organized body fails to meet our individual wishes, shall we declaim against them as a body, or endeavor to change the will of the constituents whom they represent?

A VARIETY OF OPINIONS.

At the present time, for example, we have a Board which has certainly endeavored to execute what it considered the will of the community, and it is evident that even the differences and conflicts which have occurred in the Board, have arisen from the fact that the will of the community is not one, but that as it varies in the different wards, the members from those wards are necessarily brought into legislative antagonism. It should be remembered by the friends of the public schools, that no Board charged with public interests has ever, for so long a time, shown such earnestness and official purity as the St. Louis Board of Public Schools, and this in spite of the actions of an individual member here and there. It should not be forgotten that whatever the faults of the School Board, as these faults may be determined by our own personal standard, that it has given us good schools as compared with schools under other auspices, and that it has been untiring in its attention to its duties, as these have been understood. Friends of the public schools should, therefore, be careful about charging against the School Board defects which have arisen merely from changes in public sentiment; they should object to the views held by the voters in a given ward, rather than charge upon a whole body faults which they find with the action of any member or number of members.

COMMON INTERESTS SUBSERVED.

Friends of the public schools should remember that there is more than one reason why the objects of their individual choice cannot always be placed in the Board. In the first place we must not forget that the public schools are a common interest, and hence that the very principle of local self-government will and should necessitate the representation of the average view of each ward, and that while this may be different from our own, that it is much more rational

than the view of any single individual. Friends of the public schools should not forget that some of the many advocates of reform are governed by any but public interests, and hence while considering any complaints that are made, they should not accept these complaints as just beyond all question.

UNJUST CRITICISM.

ONE would imagine from the tone of some of our papers, that the majority of the school board consisted of disreputable characters, whose intelligence and sense of personal interest was so slight, that they endeavored to defeat the will of their constituents. Such instruction is calculated to bring into disrepute the Board as a Board, and not the Board as organized at any given moment, and all friends of public education should protest against a course so unjust and so hurtful to educational interests.

Those who have any acquaintance with the School Board (and none others have any right to criticize them), know that the individual members actually represent the wishes of their constituents, and are, if anything, over-anxious to represent interests so entirely local and partisan. They also know that the community, like all communities, is divided as to its wishes, and that it is therefore right, as also necessary, that the members of the School Board should differ in their opinions, and should endeavor to express their views in its legislation.

ECONOMICAL LEGISLATION.

Moreover, it is an undeniable fact that the legislation for the current year has been controlled by the representatives of the very people who find fault, and that economical reform has been pushed so rapidly as to be one of the reasons for present financial embarrassment.

Under such circumstances it seems obligatory for all friends of public education to protest against weakening the proper influences of the School Board by charging individual shortcomings upon the whole body, or by resolutely refusing to recognize the attempts which have been successfully made to meet the views of those who criticize.

The work which has been accomplished by the present School Board, should be more than satisfactory to those who have demanded reform, however much it may be objected to by those whose views did not insist upon the reforms already accomplished.

CAMPAIGN DOCUMENTS.

Let it be kept constantly in mind that such persons will be sent to the School Board as public opinion in each ward indorses; that those who are thus sent would not if they could, and could not if they would, act in opposition to the will of their constituents, and that many objections made are made to serve as campaign documents.

Differences of opinion must always

exist, and mistakes must always be made, but these furnish cause for honorable effort upon the part of those who think they see more clearly, but should never be made the grounds for wholesale attacks upon an institution which discharges its functions in a way to challenge comparison with others.

Moreover, if, as claimed, it is desirable, that "the better class of men" should serve as members of the School Board, it will certainly be necessary to assure them that, contrary to the course pursued lately, they shall not, in addition to their proper burdens, be compelled to bear the odium arising from an attack upon measures which they have in their representative capacity opposed.

A NEW STANDARD.

THE *Times-Journal*, under its new management, rings out a clarion call for men.

It proposes "a new standard of qualification for office!"

The *Times-Journal* says, truly:

"We occupy a territory that is the heart of the North American continent, an empire in itself, and capable, in the full development of its resources, of imperial greatness. Soil and sun, hill and vale, woodland and prairie, mines, rivers, railroads and markets—all combine to make up a country unsurpassed on earth in its fitness to be the abode of men, offering to all who seek, good health, good homes and ample reward of honest labor. Missouri ought to be the home in the not distant future of 10,000,000 inhabitants, living in social and intellectual happiness, and in the enjoyment of material prosperity."

A NEW STANDARD.

"We erect a new standard of qualification for office. We shall demand of the ambitious candidate some proof that he is a useful citizen, and that he is making the State richer and greater and happier by wise work in its behalf. Our questions will be of the most direct and practical kind: How many immigrants have you induced to come to Missouri? What mines have you caused to be opened? What furnaces have you aided to put in blast? What mills have you helped to set running? What railroads owe their existence to your patriotic labors? How many workmen have you caused to be employed? What schools have you founded or encouraged? What holy charities for the poor and unfortunate have you aided to establish? Have you ever caused two blades of grass to grow where only one grew before? What idea, or thought, or system of domestic life have you ever proposed, by which the poor man may prosper, or the independent man become better off, or the rich man more useful to his fellows? In all these fields of effort there is need of earnest effort."

The man who answers this "demand"—who fills the bill—who meets and has met these requirements for a long series of years, is Hon. Thomas Allen, of St. Louis.

CORRECTED SPELLINGS.

JO MEDIL (with one l—why two l's) has issued order No. 1 to the compositors in the "Tribune" office, as follows:

Omit *ue* in demagog, catalog, pedagog, synagog, dialog, decalog, and other words ending in logue and gogue.

Omit the superfluous *me* in program, gram.

Omit the second *m* in dilemma (dilema).

Omit the superfluous *te* in cigaret, etiquet, parquet, coquet, and all similar words, except Gazette when it is used as the name of a newspaper.

Spell definit in all its forms without the final *e*; thus: definit—ly—ness, infinit—ly—ness.

Spell infinit without the final *e*; also, infinit—ly—ness.

Omit final *e* in hypocrit, favorit; also, opposit—ly—ness and apposit—ly—ness.

In words ending in "lessness," drop one *s* from "less" viz.: Carelessness, thanklessness, etc.

Omit the fourth *s* in assassin (assassin) and other forms of the word.

Spell somerset, not somersault.

Spell canon with a Spanish *n*, or spell it canyon.

Change *ph* to *f* in fantom, fantasm, and all forms of the word; also in fonetic—s—al, fonograpy, orthograpy, alfabet, digraf, difthong.

THE RIGHT RING.

PRESIDENT SPOFFORD, of the Iowa State Agricultural College, in his annual address, told the students and their friends some plain, wholesome truths, worth repeating and remembering. He said:

"I am certain that none can succeed who are not willing to work. Every man must work. Some people have stolen a living, and found a penitentiary or a dishonored name. The hour, the darkest hour, the most terrible hour that ever came into the life of a young man or woman, is that particular hour when he or she thought to have a dollar without fairly or squarely earning it by work of hand and brain, and earning it honestly. The devices of men to get money by wonderful schemes are as numerous as the blades of grass; avoid every one of them! Work, solid, intelligent work, will always win. It will bring gold to your treasury; it will add to your flocks, and fields, and merchandise, and trade. What! Work will do more than bring gold. It will bring happiness, peace, joy, blessedness! It will give you good digestion, sound sleep, magnificent appetite, honor, power, glory, and children's children to rise up and call you blessed. But idleness will clothe you with rags, and these rags will be full of every sort of filth and vermin, that will exclude you from that heaven which you can enjoy now and here by steady, intelligent, persistent work.

"There is a discontent that is divine, and you should heed its warn-

ings; but you should strive to excel in that position which you have chosen. Let the farmer become a better farmer, by reading, by observation, by association with farmers who know more than he does. Let the physician become a better doctor by having a large library on his shelves and a bigger one in his brain. Let the carpenter be a better mechanic, and shoving his jack-plane, at the same time consider the principles on which his art is founded; and from the carpenter let him become the designer, the architect, and let him build his own monument in a structure of character that will endure long after all less noble things have perished.

GOOD TALKERS.

DR. HOLLAND, in *Scribner* for October, says:

For the materials of conversation we must draw upon knowledge. No man can be a thoroughly good talker who does not know a great deal. Social sympathy and "the gift of gab," go but a short way toward producing good conversation, although we hear a great deal of this kind of talk among the young.

Sound and exact knowledge is the very basis of good conversation. To know a great many things well is to have in hand the best and most reliable materials of good conversation. There is nothing like abundance and exactness of knowledge with which to furnish a talker.

Next to this, perhaps, is familiarity with polite literature. The faculty of quoting from the best authors is a very desirable one. Facts are valuable, and thoughts perhaps are quite as valuable, especially as they are more stimulating to the conversation of a group.

The talker who deals alone in facts is quite likely to have the talk all to himself, while the man who is familiar with thoughts and ideas, as he has found them embodied in literature, becomes a stimulator of thought and conversation in those around him. Familiarity with knowledge and with the products of literary art cannot be too much insisted on as the furniture of good conversation.

Beyond this, the good talker must be familiar with the current thought and events of his time. There should be no movement in politics, religion and society that the good talker is not familiar with.

Indeed, the man who undertakes to talk at all must know what is uppermost in men's minds, and be able to add to the general fund of thought and knowledge, and respond to the popular inquiry and the popular disposition for discussion. The man who undertakes to be a good talker should never be caught napping, concerning any current topic of immediate public interest.

The Queen of Madagascar has issued a proclamation directing her subjects to send their children to school.

THE "Christian Union" says knowledge must be made man's minister, and servants, not his master; and every unfolding of a man's mind must be matched by some external activity in order that he may preserve the balance of his nature. Christian culture adds love to knowledge and by ever-widening sympathy enriches the life of the world, and so marks its own growth by increased happiness and intelligence in that society which it was meant to serve.

AN uninstructed man is one in whom all the faculties work at random. Instruction consists in becoming acquainted, first with ourselves and then with the world without, with which we are in relationship, and with the mode of so adapting our conduct to external circumstances as to produce the greatest amount of enjoyment to ourselves and benefit to others.

THE wheat crop alone of Illinois this year is worth *forty millions of dollars*; which means better schools, better homes, better health, and better citizenship.

Recent Literature.

THE LIFE OF LOUIS ADOLPHE THIERS, by Francois LeGoff. Docteur-es-lettres. Translated from the unpublished manuscript by Theodore Stanton, A. M. New York: G. P. Putnam's Sons. 1879.

The translator of this volume selected the matter of the work from a large mass of manuscript and arranged it for the American reader. He has added notes in places where the references to French politics and customs seem to demand it.

M. Thiers was born in 1797 and lived through four political revolutions, which he assisted by great literary labors. His mother was of Greek descent, his father was a friend of the Revolution, and had been a member of the committee of public safety at Marseilles.

The biography of this distinguished Frenchman will be sought after and eagerly read by all who wish to understand the most interesting portions of European history for the past seventy years.

THE ENGLISH LANGUAGE; ITS GRAMMATICAL and Logical Principles. For the use of Grammar and High Schools and Academies. By Harris R. Greene, A. M. Boston: Houghton, Osgood & Co. 1879.

In this work the author has attempted to discover the grammatical and logical principles of the English language. In Part I. (pages 1-136) he has discovered forms of expression—word-forms, phrase-forms and clause-forms. In Part II. he has discovered the elements of thought, or the logical character of prepositions, nouns, adjectives, verbs and adverbs.

The book is not a grammar, and is not intended to occupy the place of a grammar. "It is related to grammar much as algebra is related to arithmetic." That is to say, it is the generalized form of grammar—its underlying basis. It presupposes a knowledge of the elements of grammar.

We have no doubt that for the advanced pupils, for whom it is intended, that this work will furnish a valuable text-book.

Postage stamps taken—five 3 cent ones—for sample copy of this journal.

SCRIBNER'S.—A new attraction in the shape of a permanent enlargement of this magazine is promised for 1880, so that each issue will contain 160 pages, but the price will remain the same, \$4 a year.

Scribner to-day stands first on the list of popular magazines, and the publishers say that while furnishing its readers a larger number of pages than ever before, the aim of the magazine will be none the less firmly fixed upon maintaining, first of all, the quality of its illustrations and reading matter. It will try to keep abreast of the times, and to miss no important or significant movement, which may seem to lie within the scope and interest of the popular magazine. It will rely upon the work of specialists and upon fresh personal views of interesting subjects, and will appeal to its readers, as heretofore, chiefly by its charm and its suggestiveness, its purity and completeness.

CASELL, PETTER & GALPIN, encouraged by the success which has attended the issue of *The Magazine of Art*, and by the appreciation with which it has been universally received, have determined to permanently enlarge the magazine, with a view to enabling the editor to add fresh features of interest, as well as to extend and strengthen those which have already met with such signal approbation. Full details will be found in the October number of the magazine. It will be issued October 15th; price, 25c. Address Casell, Petter, Galpin & Co., London, Paris, and 596 Broadway, New York.

THE LOUISIANA JOURNAL OF EDUCATION.—The first issue of this new candidate for public favor bears date April 1st, 1879. However uninteresting to the general reader all publications devoted to special interests, they are of the highest value to those whose specialties they consider.

The usual journals of Education are occupied with the average wants of the average teacher, and the support which they receive bears witness to their usefulness. As the South has but recently taken up the problem of Public Education, it has not as yet educational publications which devote themselves to the local interests of the States in which they are issued. Hence the *Louisiana Journal of Education* is in some sort a pioneer, and the livingness of the subjects selected, and the ability with which they are treated, renders this publication of interest far beyond the limits of its own State.

Louisiana had, in the New Orleans schools, exceptional advantages as far back as 1848. The war necessarily injured the schools, and they are now recovering from attacks to which any interest less vital would long ago have yielded.

Having had direct experience of the New Orleans schools when in their prime, and having been cognizant of the many and valuable services rendered to Public Education by Mr. Lusher, the editor of the *Louisiana Journal of Education*, it is specially pleasurable to award the praise to which this publication is so richly entitled. The *Journal* yields to no similar publication in typographical excellence, and in editorial ability: its price (\$1.00 a year) is so small as to place it within the reach of every one directly interested in education.

As has been already intimated, Mr. Lusher, through his many years of service in the School Board, has acquired catholicity of view which promises to lend an additional value to his publication.

WASHINGTON, in his farewell address, said that the virtue of the citizen is the only basis for social safety, and that the Christian religion is the only adequate basis for that virtue.

ST. NICHOLAS.—The publishers announce for the seventh volume, which begins with the November issue, a permanent enlargement of *St. Nicholas*. Each regular number will contain 16 more pages than heretofore so that the boys and girls will not only want it for themselves for 1880 but for their friends, too.

The new serial story by Louisa M. Alcott, "Jack and Jill," will run through the entire volume, beginning with the December (Christmas) issue. Terms, \$3 a year; 5 cents a number. Your bookseller or news dealer will get it for you, or you can write direct to Scribner & Co., 743 Broadway, New York.

THE NURSERY, always attractive not only to the "wee ones," but to children of larger growth. The publisher has made the October number the most attractive and brilliant ever issued. The illustrations are genuine works of art; children, birds, dogs, horses, insects; all are first-class.

The articles are original, and so pure in sentiment, and so strong withal, that it has been introduced into many schools as supplementary reading book.

Mr. Shorey adds a premium list in the October number—but the *Nursery* is a premium in itself. We will furnish it and the *JOURNAL* one year for \$2. Send 15 cents to John L. Shorey, 36 Broomfield Street, Boston, for a sample copy of this October number.

THE RAINDROP, A Monthly Miscellany of Entertaining Reading for Young People. Published at the Western Pennsylvania Institution for the Deaf and Dumb, Turtle Creek, Pa.

This is a monthly magazine, in size 8 by 10 1-2 inches, 32 pages each, and printed in large clear type.

The matter consists of stories, selected and abridged so as to average a page or two each. The contents in part for the August number, No. 3, are as follows:

Reynard the Fox, Hohenlinden, Cinderella, Sinbad the Sailor, Romeo and Juliet, Story of Little Hunchback, with other short selections of prose or poetry.

The sentences are very much chopped up, so as to suit the class for whom the work was specially written. But this extreme of abridgement is better than the long sentences and words of many who attempt to write for the children.

This magazine will supply a want in respect to awakening the imagination in children, in which the Germans excel and Americans have been deficient.

One good feature of this monthly consists in this abridgement of these fictitious stories, which, though they have long been the children's classics, not all can afford the time to read as originally written.

We would offer one criticism so far as the first three numbers are concerned. There are too many of the Mother Goose sort of stories, to the exclusion of true stories with both point and moral, which might be found, and which are no less strange than fiction. There may be special reasons why the editor has thus so largely omitted stories of a somewhat religious or decidedly moral character, but we would prefer it otherwise.

To prepare such a work for children is an exceedingly important undertaking, and we wish the enterprise success.

MESSRS. LEE & SHEPARD will immediately publish Jules Verne's new book, "The Tribulations of a Chinaman in China," which has just appeared in Paris.

The book is intensely interesting and amusing, and many of the popular features of the day, such as the Phonograph, Capt. Boyton in his Rubber Suit, Life Insurance Companies, Banking Speculations, Advertising Schemes, and various other eccentricities of the times, are woven into the narration.

THE THREE PRONUNCIATIONS OF LATIN.—Professor Fisher's able work on Latin Pronunciation has made an impression which has never been equaled by any other book yet published on the "vexed question." The work is likely to call forth a most interesting and thorough discussion. It has received endorsement from the highest sources, as is seen from the following:

"Confessedly one of the ablest defences of the old English pronunciation. We commend the work to the candid and thoughtful consideration of all who know how to esteem at its proper value our noble English language, and all who wish to see clearly the different sides of a much-agitated question."—Daily Advertiser, Boston.

"I do not hesitate to say that you have made the ablest arguments I have yet seen from any pen against the new Latin pronunciation."—E. R. Humphreys, Boston.

"This volume is a fresh and able contribution in the discussion of a theme which has engaged the attention of the best minds, and which will continue to be an open question for years to come."—National Journal of Education.

"This book, from the pen of one of the ablest and most successful of American teachers, is a contribution destined to be of great value on the 'vexed question.' It is a volume that no Professor of Latin can afford to do without, whatever may be his favorite mode of pronunciation. The author makes the best and a best defence of the English system we have ever read."—American Journal of Education.

"A book that every classical scholar will read."—Hiram Orcutt, A. M., Prin. Tilden Fem. Sem., N. H.

For sale by St. Louis Book and News Company.

THE PERFECTED TYPE WRITER.—It is an easy thing to learn to use this new machine so as to write as fast by its aid as with a pen. But we have used a pen for thirty years, and by this long practice can write perhaps thirty or forty words per minute. We are certain that with a single year's practise we could write twice as fast as with a pen.

The new "perfected" type-writer which uses capitals and small letters is a great favorite. As soon as I could obtain one of these machines, I exchanged my old one, which my private secretary had used (having attained a speed of 60 to 70 words per minute in eight months), and commenced learning its use myself. The neatness and accurate appearance of the work done by this machine, its legibility and compactness make it charming to behold. There is indeed a sort of fascination about the machine which attracts one to it and renders the task of writing a delightful one. People who, like myself, are nervous and liable to make a very wretched scrawl of any manuscript that they undertake to write, will find that they can write like "copper-plate," if they will use the type-writer. WM. T. HARRIS.

CASSELL, PETER & GALPIN are publishing a notable list of juvenile books of the big picture and illuminated cover sort, which has been a specialty with them for several years. A specially attractive and unique volume is "The Little Folks' Painting Book." It is a book full of pictures for the children to color for themselves, with the help of an example which is given in the book. In the way of holiday books for grown folks this firm have some attractive things in preparation, chief among them being "Morocco," by Edmondo de Amicis, superbly illustrated by an Italian artist, who has given several years of enthusiastic work to the study of his subject.

SWINTON'S GEOGRAPHIES AND HISTORIES.—Iverson, Blakeman, Taylor & Co., John C. Ellis, General Agent, St. Louis. In the departments of History and Geography Mr. Swinton has few equals. Few authors so fully grasp the problem of what is needed in these departments. His U. S. History and his General History are brief and accurate. B.

MISSOURI.

Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS. Gentlemen:

I would again recommend the **AMERICAN JOURNAL OF EDUCATION** to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the **JOURNAL**. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the **JOURNAL**, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

Announcement.

The Sam Houston Normal Institute, at Huntsville, Texas, will be opened Monday, October 6, 1879, with the following

BOARD OF INSTRUCTION:

Bernard Mallon, A. M., Principal.
Oscar H. Cooper, A. M., Assistant.
Mrs. B. Mallon, Assistant.
*—, Music.

OBJECT OF THE SCHOOL.

The object for which this school has been established is the education and training of teachers for professional service in the common schools of this State.

Accurate scholarship—a knowledge of the philosophy of human culture, and a knowledge of the best plan of organizing and governing a school constitute the leading features of the normal system of instruction, and to the development of these the earnest efforts of the faculty will be directed.

CONDITIONS OF ADMISSION.

Provision has been made for the admission, without charge for tuition, books or board, of two students from each congressional and senatorial district in the State. Candidates for admission into the Institute must pass a creditable examination in Orthography, Reading, Penmanship, Arithmetic, Geography, English Grammar, English Composition and History of the United States. Congressmen and State Senators of the respective districts of the State have been requested to appoint a Board of Examiners to conduct the examination above referred to, and to make such appointment from those examined as they deemed proper and just. Applicants must not be less than 16 years of age. They must sign a written obligation to teach in the public free schools of their respective districts, at least one year next after their leaving the Institute.

OTHER APPLICANTS.

The Local Board of Directors and the Principal of the Institute will adopt regulations for the admission of such pupils as are not provided for as State students. This class of pupils can be accommodated with board at from \$12 to \$14 per month.

COURSE OF STUDY.

There will for the present be two courses of study—an elementary and an advanced course, each occupying one year. The elementary course, pursued by the Junior Class, will comprise the following:

Review of the elementary studies, with Algebra, Physical Geography, Natural Philosophy, Physiology, Methods of Instruction, and Observation in the Model School.

The advanced course, pursued by the Senior Class, will comprise a review of such of the studies of the Junior Class as may be necessary, together with Rhetoric and English Literature, Latin, Geometry, Chemistry, Geology, Astronomy, Methods of Instruction, Mental Philosophy and the History and Philosophy of Education. All subjects will be taught with reference to the best methods of presenting them to the young pupils, and every means available will be employed to produce well qualified and successful teachers for the common schools of our State.

MODEL SCHOOL.

An elementary school, composed of local pupils, will be connected with the Institute, and placed under the charge of a teacher appointed by the Local Board of Directors, acting as Community School Trustees. The Model School will be organized for the purpose of affording pupils of the Institute an opportunity of observing, under the direction of the Faculty, the best methods of elementary instruction exemplified in actual practice, and they will also have an opportunity to teach in said school under the guidance of an experienced instructor.

For further information in reference to the Institute, address

BERNARD MALLON, A. M.,
Principal Sam Houston Normal Institute,
Huntsville, Texas.

By authority of the State Board of Education.
O. N. HOLLINGSWORTH,
Secretary of the Board.

*To be supplied.

Ayer's Ague Cure

FOR THE SPEEDY RELIEF OF

Fever and Ague, Intermittent Fever, Chill Fever, Remittent Fever, Dumb Ague, Periodical or Bilious Fever, &c., and indeed all the affections that arise from malarious, marsh, or miasmatic poisons.

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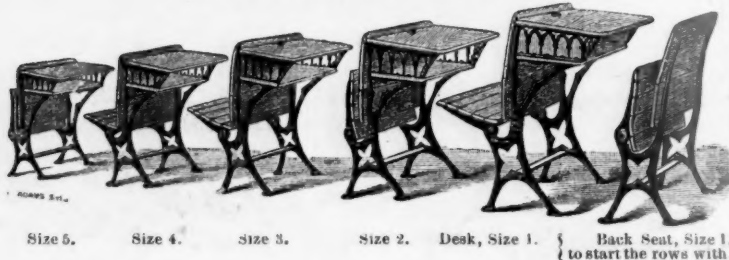
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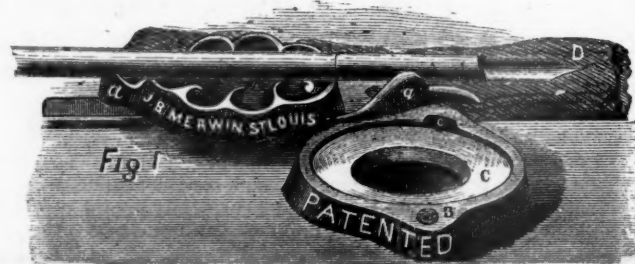
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